

* ADULT PROGRAMS IN HOME ECONOMICS *

Home Ec. 126 - 1948
University of Wisconsin
Prepared and being taught by Josephine Pollock

- I. Introduction: Purpose and plan of course.
Home economics in the field of adult education.
Characteristics of out-of-school education.
- II. Types of home economics programs for adults.
 - a. Examination of a program carried on by a governmental agency.
The Agricultural Extension Service.
 - b. Educational aspects of the work of home economists in business.
Examination of a typical program.
 - c. Journalism in the field of home economics.
 - d. Survey of home economics programs in a given community and opportunities for cooperation which will be mutually helpful.
- III. The people we work with: age, ability to learn, needs and interests.
- IV. How to reach out-of-school people.
Importance of objectives.
Importance of knowing community - special factors affecting particular groups hoped to be reached.
Use of many methods.
- V. How to teach a concrete skill.
Principles or elements of teaching through demonstration.
- VI. The use of visual aids.
Selection - suitable to purpose of leader.
Kinds - suitable to audience.
Effective use.
- VII. How to plan effective meetings.
Preliminary arrangements.
Talks - announcements - reports - introductions - panels - discussions - lectures.
- VIII. Use of committees - conducting small group conferences - importance of parliamentary procedure.
- XI. Home visits - office conferences - telephone.
- X. Use of the radio.
- XI. Use of letters - individual, circular.
- XII. Use and evaluation of bulletins and leaflets in educational work.

XIII. Organization and development of a program.

- a. Purpose.
- b. Use of facts and surveys.
- c. Cooperation sought.
- d. Importance of clearly defined objectives.
- e. Why - What - Where - Who - How - When.

XIV. Office and time management.

- a. Relationships to co-workers and to other people in organization, ethics, courtesy, cooperation.
- b. Working with a secretary.
- c. Filing and storing materials.
 - (1) Letters - papers - bulletins.
 - (2) Illustrative material.
 - (3) Equipment and supplies.
- d. Keeping files up to date.

XV. Professional responsibility.

- Planning your time: scheduling.
- Cooperation and public relationships.
- Keeping up to date.

Objectives of Course

To acquire or clarify an understanding of the opportunities and possibilities of adult education with special reference to Home Economics.

To have an awareness of the opportunities for, and an idea of the means by which all professional home economists in a given area or community may cooperate to their mutual advantage.

Become familiar with a wide variety of sources of information and materials.

Acquire standards to aid in the selection or preparation of teaching aids.

Acquire or improve the following skills:

- Teaching a concrete task.
- Presenting a demonstration.
- Presenting an illustrated lecture.
- Planning and conducting a meeting.
- Planning a project - or a series of activities designed to solve or help solve a specific problem.

Acquire some understanding of how to reach or organize voluntary groups.

Home Economics 126 - Student Activities - 1948

1. Prepare and present a demonstration or an illustrated lecture of not less than 20 minutes sometime during the semester. Subjects to be chosen and preliminary outline to be approved by instructor not later than March 23. Subjects to be selected (and distributed among) the following fields:

Child care	Home furnishing
Clothing construction	Home management
Clothing selection	Use of equipment
Foods	

2. Give a speech (talk - lecture) to be worked along with regular class procedure, e.g.

"Cooperation among home economists in _____."

"Adapting displays to the older woman."

"Appeals that count with teen-agers."

"The telephone: Help or hindrance in public relationships."

3. Listen critically to radio programs conducted by home economists. (Use score sheet.)
4. Prepare a 3-minute radio script.
5. See an exhibit, fill out check sheet, and make brief narrative report.
6. Do at least one of the following in class:

Act as chairman.	Report on work of a committee.
Introduce a speaker.	Report on outside meeting attended.
Make an announcement.	

7. View at least one moving picture, one film strip and one set of slides critically and discuss possible use of each as a teaching aid. List advantages and disadvantages.

Become familiar with sources of educational films.

8. Become familiar with quite a long list of magazines.
9. Become familiar with quite a varied assortment of government publications and films - know sources and how to order:

- a. U.S.D.A. - (especially Bureau of Human Nutrition and Home Economics).
- b. State Extension publications.
- c. Wisconsin State Board of Health publications.
- d. Wisconsin Bureau of Visual Instruction and Department of Debating and Public Instruction.

10. Become familiar with quite a varied assortment of materials prepared and distributed by commercial agencies - those prepared by home economists or on which home economists have acted as consultants.

- a. Material prepared for direct use by consumer as - recipe booklets - guide to buying towels and sheets.
- b. Teaching helps prepared for classroom teachers - extension agents - public service - and other commercial demonstrators.
- c. Periodicals.
- d. Exhibits and films.

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